

**THE CHARACTERISTIC OF CARETAKER SPEECH
OF NATIVE SPEAKER OF ENGLISH:
CONVERSATION FOUND IN *IMAGINE THAT* MOVIE**



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APPROVAL

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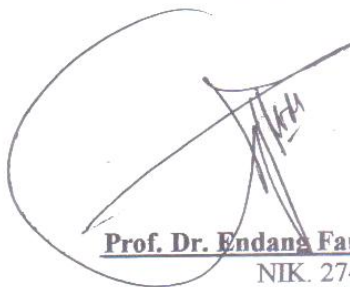
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**THE CHARACTERISTIC OF CARETAKER SPEECH
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This research aims at describing the types of language form found in *Imagine That* movie and the types of language function found in *Imagine That* movie. The type of this research is descriptive qualitative research. The objects of the research are only focuses on speech adults of caretaker on native speaker. Subject of this research are the caretakers found in *Imagine That* movie such as father, and mother. The writer takes the data from the movie entitled *Imagine That* and its manuscript. The writer used the manuscript of conversation *Imagine That* movie of the caretaker speech method of collect data. The steps are: the writer watched the original film and read the movie script of *Imagine That* movie. After that the writer underlined the caretaker utterances then wrote down into the paper. The result of this research show there four characteristic of caretaker speech: tone of voice, addressing what children are doing, many ways of saying different things, simple utterance and the use of name. Then, there are seven kinds of language function: instrumental function, interactional function, regulatory function, imaginative function, personal function, representational function, and heuristic function.

Keywords: Characteristic Caretaker speech, Language Form, Language Function

A. INTRODUCTION

Adult and children used language to express their opinion. They use language in different ways. Adult's language is different with the child's language. Children usually use simple sentence and simple structure. Fauziati (2011: 114) started that infants have very limited knowledge on the structure and function of the language adults use to communicate with each other. From these cases, adult should modify their language in order to make it easily to understand by the children. Many parents talk to children tend to slowly and repeatedly, and also the parents give the

child a gesture if it is not easy to understand for children and appreciate the intent and purpose of their parents speak. Parents also directly drilled the child's brain in order to memorize it word-for-word when the question repeated.

According to Fauziati (2011: 114) Caretaker speech is a sort of speech that children receive when they are still very young. In other words, the caretaker speech is a speech addressed to infants by adults. Caretaker speech is used often quite unconsciously to young children but, instead, without thinking, find ways to reduce the complexity of language in order to communicate effectively with young children. The writer presents an example from the data:

033/EX011/U029/ITM

Olivia : “Okay, we’re there! Isn’t it beautiful! Come on, Daddy! This way, into the forest!”

Evan : “**Wow, the princess sure live in a beautiful forest.**”

Olivia : “No, because this part's all burned”

Evan : “Yes, burned from a big forest fire.”

In the context of the conversation, Evan and Olivia were playing together and entering to imagination. Olivia said that they were now in the forest and Evan admires the beauty of the forest. Evan could not directly see the forest because of Evan pretended there was Olivia imagination. Olivia said that the forest has been destroyed by fire. This conversation belongs to many ways of saying different things.

In this research, the writer focuses on characteristic of caretaker speech and language function. The writer uses manuscript from film *Imagine That* because there are many conversations in film between parent (mother or father) to her child; and writer writes the transcript of the conversation to analysis. From that several reasons above, the writer is encouraged to entitle the research as the following *The Characteristic of Caretaker Speech of Native Speaker of English: Conversation Found in Imagine That Movie*.

The writer uses some theory to analyze the data method to caretaker speech. According to Fauziati (2011: 114) caretaker speech *is* a sort of speech that children receive when they are still very young. In other words, caretaker speech is a speech addressed to infants by adults. Caretaker speech also referred to motherese, caregiver speech, adult to child language (ACL) and child directed

speech (CDS). Whyatt (1994) stated that “Caretaker speech is simple; redundant; contains many questions and imperatives; its pitch is higher and has an exaggerated intonation pattern”. According Clark and Clark (1997: 321) in Fauziati (2011: 115) Adult’s speech to children is influenced by three factors. First, adults have made sure that children realize a speech is being addressed to them. To do this they use a name, a special tone of voice, or even get their attention, they must choose the right words and the right sentences to make the children easily understand them. Adults certainly do not talk about science or philosophy; rather they talk about what children are doing, looking at, or playing with at that moment. Third, they say what they have to say in many different ways. Tiritilli (2002) explain that there are some features of child directed speech. They are phonological features, lexical features, conversational features, repetition, and turn taking. Then the function of caretaker speech according to Brown and Fergusson (1977) answer the question “Why they use baby talk” are likely answer ‘to teach children to speak’. They also argue that the intention behind the use of a simplified speech style is more communicative than pedagogical”.

The writer also uses the theory from Frank (1972: 163) language form consists of word, phrases, clauses, and sentences. Word is the smallest element in the linguistic unit, which meaningful can be used in the phrase, sentence or utterance. According to Frank (1972: 163) there are four word classes, namely verb, adjective, adverb, and noun. Verb is a word that shows an action. Someone can use the verb when he/she convey in action. Adjective is describing word and giving information about the object signified. Adverb is word that changes or simplifies the meaning of a verb, adjective, other adverb, clause or sentence expressing manner, place, time, or degree. Noun may function as the word in many structures of modification. Frank (1972: 163) argued that phrase is a group of words without a verb, especially one that forms part of a sentence. There are several types of phrase, namely noun phrase, verb phrase, adverb phrase, adjective phrase, prepositional phrase, participle phrase, and gerund phrase. Verb phrase is a phrase that consists of main phrase and it is auxiliary. Actually, a verb phrase

has function as a predicate in a sentence. Noun phrase is phrase, which consists of a noun as the head of word and the other word as a modifier, or determiner, which comes before or after the head of word. Adverb phrase is a group of words that function as an adverb. It consists of adverb or other words, like noun, preposition, verb, or modifiers, which make a group and have function as an adverb in a sentence.

According to Frank (1972: 45) clause is a group of related word that contains both subject and predicate. In the sentence, Frank explains that types classify sentences in two ways, and the other one is by number of full predication. There are four kinds of sentence based on the type. They are declarative, imperative, interrogative, and exclamatory sentence (Frank, 1972: 220). A declarative sentence states a fact or an argument and ends with a full stop or period. An imperative sentence is a command or a polite request. It ends with an exclamation mark (!) or a full stop or period. An interrogative sentence is one that asks a direct question and always ends in a question mark. An exclamatory sentence expresses excitement or emotion ends with an exclamation mark (!).

According to Frank (1972: 222-223) there are 4 classifications of sentence by number full of predications. They are simple sentence, compound sentence, complex sentence, and compound complex sentence. A simple sentence also called an independent clause, it contains a subject and a verb and it expresses a complete thought. A compound sentence contains two independent clauses joined by a coordinator, by comma and coordinating conjunction, semicolon (;) and semicolon and a conjunctive adverb (then, however, therefore, consequently, etc.). A complex sentence has an independent clause joined by one or more dependent clauses. Compound-complex sentence is sentences containing adjective clauses (or dependent clauses) are also complex because they contain an independent clause and a dependent clause.

The writer also uses theory from Halliday's theory (1977: 19–20) seven function of language, namely instrumental, personal, interactional, regulatory, representational, heuristic, and imaginative function. The instrumental function is the function that language serves of satisfying the child's material needs, of

enabling him to obtain the goods and services he wants. The personal function is used to express the child's own uniqueness; to express his awareness of himself, in contradistinction to his environment, and then to mold that self-ultimately, language in the development of the personality. The interactional function is what we might gloss as the "me and you" function of language. The regulatory is the "do as I tell you" function of language. The representational function is use language to explain something. It is the one, which is undoubtedly dominant in the adult's use of language, and even more so in the adults image of what language, is one which does not emerge in the life of the child until considerably after the others. The heuristic function of language is the "tell me why" function that which later on develops into the whole range of questioning forms that the young child uses. The imaginative function is the function of language whereby the child creates an environment of his own.

The writer formulates the problem statement of this research: What are the characteristics of caretaker speech found in *Imagine That* movie?. Based on this research problem the writer raises some subsidiary research questions as follows: What are the types of language forms of caretaker speech found in *Imagine That* movie? and What are the types of language functions of caretaker speech found in *Imagine That* movie?

Based on the problem statements above, the writer formulates the objective of the study as follows: to describe the types of language form found in *Imagine That* movie and to describe the types of language function found in *Imagine That* movie.

B. RESEARCH METHOD

The type of this research is descriptive qualitative research. The objects of the research are only focuses on speech adults of caretaker on native speaker: *Conversation found in "Imagine That" movie*. The data to analyze in this research paper are utterances produce by caretaker speech on native speaker. The writer takes the data from the movie entitled *Imagine That* and its manuscript. The writer uses documentation as the method of collecting data. The researcher uses descriptive analysis to analysis the data.

C. RESEARCH FINDING

Research finding answers the research problem and based on the analyzed data, they are: language form of characteristic of caretaker speech and the type of language function.

1. Language Form of Characteristic of Caretaker Speech

The writer focused on characteristic of caretaker speech like the use of name, tone of voice, addressing what children are doing, use simple utterance and many ways of different things. Then those characters will analyze into language form like word, phrase or sentence.

a. The Use of Name

- *Mommy*

004/EX005/U012/ITM

Olivia : I thought you said you were in a hurry.

Evan : Yeah. I'm coming right now. (in lift) Okay, stop, stop, stop. Once is enough. Hey, does Mommy ever make a new friend, you know, in like a...

Olivia : You mean Rick?

Evan : Yes, Rick. Is that the guy from Mommy's work with the spiked hair and the pointed face? "Hello, I'd like to talk to you for a sec". That guy?

The writer found the word *mommy* in the data. The word *mommy* includes in use of name group characteristic of caretaker speech and has two syllables. Mom or Mama calls mommy in the family. Caretakers sometimes use suffix *-iy* in their speech to make it easier to pronounce with her or his child. This word produced by Evan to Olivia. Evan found the sketch of Olivia and looks her drawing of mother, herself and Rick. Evan anxious about Rick and he did imitate the style of Rick whose spiked hair, and pointed face. This conversation took place at lift.

b. Tone of Voice

- *I'm ducking!*

006/EX011/U067/ITM

Olivia : "She doesn't trust you! She's throwing rocks at you!"

Evan : "Why? Why..."

Olivia : "Duck, Daddy! Duck!"

Evan : “I’m ducking! But what did Daddy do? Why’s she throwing rocks at me?”

In these conversations show exclamatory sentences for showing expression tells Evan to ducking. Those utterances belong to tone of voice in characteristic of caretaker speech. It means that Evan uses high intonation and uses exclamation mark (!). In the context of the conversation, Olivia and Evan were playing together and entering into Olivia’s imagination. Olivia said that Sopida threw rocks to Evan because Sopida had never seen someone other than Olivia and He did not trust other people who came over to the forest.

c. Addressing What Children are Doing

- *Right. The princesses. That's Kupida and Qwali and all of them, right?*

011/EX011/U004/ITM

Evan : Go where?

Olivia : To where the princesses live.

Evan : Right. The princesses. That's Kupida and Qwali and all of them, right?

Olivia : Qwali's a queen. Kupida, Mopida and Sopida are princesses.

The writer found this utterance *Right. The princesses. That's Kupida and Qwali and all of them, right?* in the data. This conversation produced by Evan to Olivia. This utterance included to characteristic of caretaker speech addressing what children are doing. It means that Evan ask Olivia where they will go. Then Evan also follows Olivia to playing together and enters to the world imagination. The conversation, Olivia told Evan about how to use the blanket called “Goo-gaa” to get into the world of imagination and met with Olivia’s imagination friends. Olivia explained that the imaginary friend were the queen and princesses.

d. Many Ways of Saying Different Things

- *So it's the goo-gaa?*

016/EX011/U001/ITM

Evan: So it's the goo-gaa?

Olivia: That's how I go there.

Evan: What do you mean you go there? Go where?

Olivia: To where the princesses live.

The utterance *So it's the goo-gaa?* is belongs to characteristic of caretaker speech saying with different ways. This utterance produced by Evan to Olivia. Olivia want Evan know that she can going to meet the princess using the blanket. As Evan know, this ways impossible to Evan to enter this imagination with Olivia. Therefore, Evan only was following the Olivia doing. They go into world imagination using blanket, it named goo-gaa.

e. Using Simple Utterance

- *It's called a crown*

021/EX022/U001/ITM

Olivia : Nice king hat.

Evan : It's called a crown. You know, you were really great in there.

Olivia : Thanks.

This utterance belongs to simple utterance in characteristic of caretaker speech. The context of the conversation was place in Olivia's school. In Olivia's school had Fall Sing event. During the event, Evan came too late because he had the same schedule for meeting. Evan came to use the royal accessories such as King's Hat and clothes. Evan used these clothes because he wants to entertain Olivia and because of his late, he would like to make Olivia felt proud to have a father like a King. Olivia was pleased when Evan used the King's clothes. The word *in there* refers to the King Hat.

2. Type of Language Function

The writer found 6 types of function of language, they are: instrumental, personal, interactional, regulatory, heuristic, and imaginative function.

a. The Instrumental Function

- *Okay. So I call to them in my mind while I spin in a circle*

036/EX11/U020/ITM

Evan : "Okay. Now what?"

Olivia: "And you kind of call them in your mind while you spin around in circles."

Evan: "**Okay. So I call to them in my mind while I spin in a circle.**"

Olivia: "Yeah."

The utterance is produced by father. The utterance belongs to the response father to his child when the child asked what she wants. In the context of Evan followed all Olivia said and they would enter into the imagination. Olivia gave the steps to get into the imagination.

b. The Personal Function

- *Hey, Kupida and Mopida, how are you? Good to see you. My name is Evan Danielson, and I'm Olivia's dad*

038/EX11/U073/ITM

Olivia : "Okay, we made it. There they are. Hi, Kupida! Hi, Mopida! Hey. Say something nice."

Evan : "**Hey, Kupida and Mopida, how are you? Good to see you. My name is Evan Danielson, and I'm Olivia's dad.**"

Olivia : "They already know who you are."

The conversation above is personal conversation function as Evan introduces themselves to the imagination friend Olivia. Evan introduced himself as the father of Olivia, but Olivia said that if the imaginary friends already know that Evan is his father.

c. The Interactional Function

- *He's so excited. And I'm gonna call you every night to say good night.*

039/EX02/U003/ITM

Trish : "**He's so excited. And I'm gonna call you every night to say good night.**"

Olivia: "Promise?"

Trish: "You'll be fine. You'll be fine."

Olivia: "Okay."

The utterance refers to child interacts with her mother. The utterance is produced by the mother with her child. Mother suggested her child to live with her father temporary. Olivia's Mother gave promise to her child if she would call her every night.

d. The Regulatory Function

- *You're gonna go to sleep? You promise? Go over there and lay down. Be quiet*

042/EX03/U009/ITM

Evan: No, you're sleeping in your room. That's why you have a bedroom. You go sleep in your bedroom.

Olivia: I do not want to sleep in there.

Evan: All right. **You're gonna go to sleep? You promise? Go over there and lay down. Be quiet.**

Olivia : I have to work here, all right?

In the context of the conversation, Evan told Olivia to get into the room and went to sleep. But Olivia did not want to sleep in the room and Evan permit Olivia to sleep on his work room and asked Olivia to be quiet and might not to made noisy and did not interfere with the work of Evan.

e. Heuristic Function

- *Wow, the princess sure live in a beautiful forest*

043/EX11/U029/ITM

Olivia : “Okay, we’re there! Isn’t it beautiful! Come on, Daddy! This way, into the forest!”

Evan : **“Wow, the princess sure live in a beautiful forest.”**

Olivia : “No, because this part's all burned”

Evan : “Yes, burned from a big forest fire.”

In the context of the conversation, Evan and Olivia were playing together and entering to imagination. Olivia said that they were now in the forest and Evan admires the beauty of the forest. Evan could not directly see the forest because of Evan pretended there was Olivia imagination. Olivia said that the forest has been destroyed by fire.

f. Imaginative Function

- *They finish reading. Olivia’s mother gives her a kiss and says, “You know, you really wear me out, but I love you anyway.” “Olivia gives her a kiss back and says, ‘I love you anyway, too.’ “There you go, sleepyhead.*

044/EX17/U001/ITM

Evan: **“They finish reading. Olivia’s mother gives her a kiss and says, “You know, you really wear me out, but I love you anyway.” “Olivia gives her a kiss back and says, ‘I love you anyway, too.’ “There you go, sleepyhead.””**

Olivia: “Hey! We didn’t talk to the princesses tonight.”

Evan: “Yeah, you know what, we didn't, but that's okay. It's quite all right.”

Olivia: “Well, maybe if you want, you can talk to them yourself.”

In the context of the conversation, Evan was reading a storybook to Olivia before bed. Olivia reminded Evan if they did not meet imaginary friend that day

because Evan trained Olivia to sing before the gig in Fall Sing. Olivia said if Evan could meet them anytime if Evan wants. Father produces the utterance when he told the story to his child before sleep.

D. Discussion

After analyzing the data, the writer presents several previous findings to compare with the current findings. The current findings are divided into three terms, they are the characteristic of caretaker speech at the types of language form and the types of language function in caretaker speech. The writer compares this research finding with the previous findings.

The finding of this research shows the utterance from the characteristic of caretaker speech the writer using the theory from Fauziati. The characteristic of caretaker speech has using the name shows 19 data or 18,62%, tone of voice has 14 data or 16,67%, addressing what children are doing has 35 data or 34,31%, many ways of saying different things has 16 data or 15,68%, and use simple utterance has 18 data or 17,65%.

Then, the type of language function divided into 6 classifications. The first instrumental function 72 sentence or 80,89%, personal function 1 sentence or 1,12%, interactional function 3 sentence or 3,37%, regulatory function 6 sentence or 6,74%, heuristic function 1 sentence or 1,12%, and imaginative sentence 6 sentence or 6,74%.

The current research is different with the previous research. From the previous study, there are two previous studies which analyze the type of language function. The first one is from Degaf (2010) and the second one is from Mathycuk (2004).

The first previous study uses the theory from Halliday (1977). The result shows that there are several language functions use the caretakers. The most dominant kind of language function is regulatory function. Then the effective of functions are regulatory function use in 19 utterances, interactional function use in 6 utterances, imaginative function use in 5 utterances, personal function used in 2 utterance and representational function and heuristic function used in 1 utterance.

Then the second previous study uses the theory from Halliday (1997). The result shows that four Halliday's seven functions appeared to be present in the

language the parents used with their child. The parent of the subject were seen to use roughly equal amounts of language with the child, the distribution of language function used by mother was importantly different from that used by father, therefore, it is suggest that this difference in CDS aids the language development of the infant by providing more interactive negotiation, which is argued to be crucial factor in language development.

The differences between the previous studies, the writer add the characteristic of caretaker speech in this research finding. The writer classified into four group, they are using the name, addressing what children are doing, say many different ways, and tone of voice. These groups used caretaker to get the children attention. It can be influence the children when caretaker speak with them.

In this research, the research finding of the current research shows that the most dominant group characteristic of caretaker speech in data of language form. The most dominant data is addressing what children are doing which has 35 data. While, the language function from caretaker's utterance mostly has function as instrumental function with 72 utterances from the data.

E. Conclusion and suggestion

After describing the characteristic of caretaker speech, language form and language function of caretaker speech, the writer concludes the research belonging to characteristic, language form and language function in caretaker speech. Based on description and analysis in previous chapter, the writer concluded three main subject of this current study.

The first conclusion is characteristic of caretaker speech. The most dominant group characteristic of caretaker speech is addressing what children are doing which has 35 data. It can be seen that children enthusiastic to speak with their parent know what they do. Other functions that writer gets from the data are many ways of saying different things, tone of voice, the use of name, and use simple utterance.

The second conclusion is language function. The utterance of language function from the caretaker mostly has function as instrumental function. It can be seen from the data that there are 72 utterances which have function as

instrumental function. Instrumental function is what I want function in language. The other functions that the writer gets from the data are heuristic function, representational function, personal function, interactional function, and imaginative function.

The writer gives contribution for English teacher to reference this research to improve and enrich the ability and competence of young learners in teaching English. The caretaker should know what the caretaker speech to the children because the caretaker is the children's first language acquisition who followed. Based on limitation of the study, the scope of the material research is limited on the language form and the language function in caretaker speech found in *Imagine That* movie. The writer realizes this research paper is far from being perfect because this current study explains about the types of language form and the types of language function. The writer hopes that researchers can develop this current study in other subject like the language form of characteristic of caretaker speech and the types of language function in real life not in the movie.

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